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ABSTRACT

In May 1968, foreign language students in the Edmonds School District were surveyed regarding their attitudes toward foreign language study. The results made it apparent that more and better foreign language courses had to be offered to attract and hold students. Between 1968 and 1971 the foreign language program in the district was expanded, and in May 1971, the present survey was conducted. A total of 2,253 responses were tabulated, representing approximately 75 percent of all students enrolled in foreign language courses in the district at the time of the survey. Some of the observations and tentative conclusions of this survey were as follows: (1) attempts to broaden the program had been successful; (2) attempts to attract students on the basis of intrinsic value of foreign language study rather than college requirements had been successful; (3) because foreign language classes were opened to all students, not only the college bound, the number of negative responses increased; and (4) the continuous progress program was endorsed. A copy of the questionnaire and tabulated response data are provided. (LG)

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EL 005 004

EDMONDS SCHOOL DISTRICT NO. 15

Lynnwood, Washington

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SUMMARY
OF
FOREIGN LANGUAGE STUDENT OPINION SURVEY

May, 1971

BACKGROUND

In the first week of May, 1968, foreign language students in the Edmonds School District were surveyed regarding certain attitudes which they held toward foreign language. Approximately 1,000 students completed the survey forms. This number represented approximately 80 percent of the students enrolled in foreign language at that time.

Several conclusions were apparent as the result of that survey:

1. The majority of students (56.1%) had originally enrolled in foreign language either because of college or career requirements.

2. Over two-thirds of the students were dropping foreign language at the end of their second year because their college entrance requirements had been completed.

When the Foreign Language Council was formed in the fall of 1968, one of the first tasks it undertook was to improve the image of foreign languages in the district and to seek expansion of foreign language offerings.

By the end of the 1970-71 school year, some of the changes within the District included:

1. Seventh- and eighth-grade offerings in most junior high schools of the district.

2. The adoption of a policy statement which emphasized that foreign language study should be open to every student and that the cultural aspects of foreign language study were as important as linguistic prowess, and that one of the goals of the foreign language curriculum was to develop positive student attitudes toward foreign language study.

3. The preliminary steps in the development of clearly specified proficiency objectives and performance criteria for the different levels of language study.

4. The introduction of a continuous progress, individualized instruction program in over half of the foreign language classrooms in the district.

5. Swedish had been introduced as a pilot program in one high school.

To discover whether these curricular changes had yet had any impact on student attitudes, basically the same survey was conducted in the district on April 28-30, 1971.

CURRENT SURVEY FORM

The survey form used in 1968 was modified just enough to take into account some of the changes which had been introduced during the intervening years: Item 1 reflected the addition of seventh- and eighth-grade programs; All items reflected the addition of Swedish; Items 4, 5, and 8 were altered because of the addition of some continuous progress programs; Item 9 had the college and career responses combined because of student response on the earlier form, and the "in order to avoid the reading class" answer was added at the suggestion of junior high teachers; two items were added to question 12 at the suggestion of several teachers; and Items 20 - 25 were new to this form.

PARTICIPATION

A total of 2,253 responses were tabulated on the survey conducted in 1971. This represents approximately 75 percent of all students enrolled in foreign languages in the district at the time of the survey. Teacher response was 100 percent.

READING THE SUMMARY SHEETS

The attached summary sheets are the cumulative data as reported by the Data Processing Office. Since the card punching machines counted each mark, whether a question corresponded to that blank or not, the percentage totals generally do not add up to 100 percent. For example, question no. 3 required either a yes or no answer (columns 1 or 2), yet 21 students in the district marked an answer in column 3, two students each marked columns 4 and 5. In compiling the results on the summary sheets here, such random irrelevent responses were ignored.

Multiple answers to any given question were not counted in the card punching process. However, the students should have answered either question 11 or 12, depending on how they had answered question 10. Since the total number of responses to questions 11 and 12 (2,320) is greater than the total number of sheets tallied (2,253), it is obvious that 67 students (3% of the total sample) did mark answers to both questions. The percentages listed for questions 11 and 12 should be read as percentages of the total survey, however, not the percentage of students answering that question alone. For example, although only 36.0% of the total sample indicated that they were continuing foreign language study because of interest (question 11), of the 1,320 responses recorded for question 11, 61.4% indicated that they were continuing because of interest rather than incomplete requirements.

The following abbreviations are used on the summary sheets:

Dist. - Total for grades 7 - 12 in the district, all languages.
Sr. Hi. - Total for grades 10 - 12 in the district, all languages.
Jr. Hi. - Total for grades 7 - 9 in the district, all languages.
Ct. Pg. - Total for district for those students who marked either 1 or 2 on question 23.

Reg. - Total for district for those students who marked either 3 or 4 on question 23.
EH - Total for Edmonds High School.
MH - Total for Meadowdale High School.
TH - Total for Mountlake Terrace High School.
WH - Total for Woodway High School.
AJ - Total for Alderwood Junior High School.
BJ - Total for Brier Junior High School.
CPJ - Total for College Place Junior High School and Lynnwood Senior High School, since both schools were housed in the same building, both levels were taught by the same teachers, and the total numbers were small.
EJ - Total for Edmonds Junior High School.
LJ - Total for Lynnwood Junior High School.
MaJ - Total for Madrona Junior High School.
MJ - Total for Meadowdale Junior High School.
TJ - Total for Mountlake Terrace Junior High School.
Fr - Total for all French classes (no. 1, question 2).
F1 - Total for French students who answered 1 or 2 on question 4.
F2 - Total for French students who answered 3 or 4 on question 4.
F3 - Total for French students who answered 5 - 8 on question 4.
Ger - Total for all German classes (no. 2, question 2).
G1 - Total for all German students who answered 1 or 2 on question 4.
G2 - Total on all German students who answered 3 or 4 on question 4.
G3 - Total for all German students who answered 5 - 8 on question 4.
Lat - Total for all Latin students (no. 3, question 2).
Rus - Total for all Russian students (no. 4, question 2).
Sp - Total for all Spanish students (no. 5, question 2).
S1 - Total for all Spanish students who answered 1 or 2 on question 4.
S2 - Total for all Spanish students who answered 3 or 4 on question 4.
S3 - Total for all Spanish students who answered 5 - 8 on question 4.
Sw - Total for all Swedish students (no. 6, question 2).

Note: Since the survey was administered within a specific week's time, some junior high school classes were not included in those instances where classes alternate on a biweekly basis, thus the total number of respooses is less than the total foreign language enrollment in the district.

DISTRIBUTION OF FOREIGN LANGUAGE PROGRAMS

At the time of the 1971 survey, all senior high schools offered French, German, and Spanish. Russian was offered only at Meadowdale and Terrace Senior High Schools. Latin was offered as a scheduled class only at Meadowdale Senior High School. Swedish was offered only at Woodway Senior High School.

All junior high schools offered French and Spanish. German was available only at Terrace Junior High School. All junior high schools except Brier and Edmonds Junior offered seventh grade classes as well as eighth and ninth grade classes.

Both Edmonds and Terrace Senior High Schools offered all first and second year classes on continuous progress, with most third and fourth year classes handled in the regular manner. Only Spanish was offered on continuous progress at Woodway Senior High School, and all classes at Meadowdale were on regular noncontinuous progress basis. Seniors in all high schools had the option of taking any course on pass/no-credit if they wished. Continuous progress programs were in use in junior high schools at College Place, Lynnwood, Meadowdale, Terrace, and partially at Madrona.

OBSERVATIONS AND TENTATIVE CONCLUSIONS

1. Attempts to expand and broaden the foreign language program in the district have been successful.

Of the 2,253 respondents, 49% were in grades 7-9, 50.4% were in grades 10-12 (the remaining 0.6% did not indicate grade level).

The impact of the seventh-grade offerings in foreign language can be seen from the fact that 40.2% of all junior high foreign language students were in seventh grade.

Both on junior and senior high levels, the numbers of students enrolled in French and Spanish are very nearly equal.

2. Attempts to attract and hold foreign language students on the basis of the intrinsic value of foreign language study rather than college requirements have been successful.

In the 1968 survey, the predominant reason given for studying foreign language was college or career requirements, whereas the number of students who originally enrolled either because they were interested in learning another language or because of whim was less than half that of those seeking pragmatic goals. The 1971 survey shows that this relationship has been considerably altered.

Question 9: What was your original reason for enrolling in foreign language?

	Dist.	Sr. Hi.	Jr. Hi.
1968 - College/Career	56.1	59.6	42.4
Interest/Whim	26.8	24.0	35.7
1971 - College/Career	33.4	44.8	22.4
Interest/Whim	30.6	31.4	49.5

The considerable improvement in the district total is largely attributable to the large number of seventh grade students now enrolled in foreign language. However, even comparing the senior high school figures, we find a significant degree of success in this goal of the Foreign Language Council.

Students also seem less likely to consider the end of second year as the automatic stopping point for their language study:

Question 10: Do you plan to take this language next year?

	F2	G2	S2
1968 - Yes	44.4	43.8	20.4
1971 - Yes	48.8	52.0	29.3

Of those students who are continuing in foreign language, the majority are continuing because of interest rather than concern for requirements (the 1971 figures have been corrected according to the number of students who answered this question):

Question 11: If yes, (to Question 10), why?

	Dist.	Sr. Hi.	Jr. Hi.	F2	G2	S2
1968 - It is interesting.	52.6	58.3	39.0	84.0	65.4	81.0
1971 - It is interesting.	61.4	61.5	61.2	67.0	70.4	68.0

Supporting this general point, although not conclusively, is the drop in the number of students who are dropping foreign language because their requirements are completed:

Question 12: If no (to Question 10), why not?

	Dist.	Sr. Hi.	Jr. Hi.	F2	G2	S2
1968 - Requirements	48.6	54.1	10.5	68.5	78.3	66.7
1971 - completed.	21.9	29.9	15.0	33.0	29.6	32.0

Since two additional responses had been added to the 1971 questionnaire (difficulty in scheduling and language is too hard), these comparative figures cannot be considered to be conclusive, although they are encouraging.

3. The "open door" policy in foreign languages has brought about greater variety of responses, including an increase in the number of purely negative responses.

As part of its drive to attract larger enrollments, the Foreign Language Council two years ago declared its intention that foreign language study should be available to every student without respect to previous academic background. Since foreign language classes are not now populated almost exclusively by select, college bound students, a greater diversity of responses is found on many points.

This change is represented both by the decrease in wholeheartedly affirmative results and the increase in wholeheartedly negative results. We may consider the affirmative answers to include the following:

Question 16: Foreign language is extremely or fairly important (1, 2).

Question 17: Everyone should take foreign language (1).

Question 18: The main value of foreign language is learning about other people and learning new ways to express ideas (2,3).

Question 19: The student believes his parents feel that foreign language is an important part of one's educational background (3).

In the 1971 survey we find a decrease in each of these areas:

	District		Senior High		Junior High	
	1968	1971	1968	1971	1968	1971
Question 16 (1,2):	78.6	66.8	78.5	69.5	78.7	66.0
Question 17 (1):	39.6	24.0	41.5	30.0	33.3	18.2
Question 18 (2,3):	53.4	46.9	55.6	54.1	42.4	40.0
Question 19 (3):	47.5	39.6	48.0	45.8	45.6	33.6

The same pattern is reinforced by an increase in singularly negative responses, including the following questions:

Question 16: Foreign language is not very important or is a waste of time (3,4).

Question 17: No one should take foreign language (5).

Question 18: The main value of foreign language study is to satisfy college requirements (1).

Question 18: There is no value in foreign language study (5).

Question 19: Students believe that their parents feel the main value of foreign language is for career or college (1,2).

Question 19: Students believe that their parents feel that foreign language has little value or is a waste of time (5,6).

In the 1971 survey we find an increase in each of these areas, except for a change in relation to college requirements (Question 19 (1,2):

	District		Senior High		Junior High	
	1968	1971	1968	1971	1968	1971
Question 16 (3,4):	21.4	30.9	21.5	29.3	21.3	32.3
Question 17 (5):	0.6	2.7	0.3	1.5	1.5	3.8
Question 18 (1):	29.5	32.1	28.0	27.5	34.4	36.5
Question 18 (5):	2.8	8.8	1.7	5.1	6.4	12.4
Question 19 (1,2):	30.9	25.9	29.3	25.1	36.4	27.0
Question 19 (5,6):	14.5	19.0	15.2	17.0	12.2	21.0

Thus, it appears that foreign language teachers no longer face the problem of a majority of students who take foreign language because of college requirements, but teachers have not yet been totally successful in replacing these motives with those which exhibit highly positive attitudes in the majority of students.

4. There is a 100% correlation between the positive or negative attitudes of parents and of students, and these attitudes are maintained consistently within the broad service areas of the district.

Using the four service areas feeding into the four fully implemented high schools, we find a consistently high support at Woodway and consistently poor support at Terrace, with Meadowdale and Edmonds tending toward the upper and lower levels, respectively. Using the same questions as above, we find the following patterns:

	WH		MH		EH		TH	
	1968	1971	1968	1971	1968	1971	1968	1971
Question 19 (3):	57.9	54.9	51.3	49.2	46.5	42.6	43.8	33.8
Question 16 (1,2):	89.4	81.5	80.7	75.0	73.3	61.7	80.9	56.3
Question 17 (1):	53.2	42.7	51.4	34.2	36.0	21.3	40.0	18.5
Question 18 (2,3):	75.3	63.9	54.2	60.9	51.0	45.1	54.4	34.6
Question 9 (7,8):	22.2	29.9	19.1	32.5	23.7	32.8	28.7	30.7

The first line (19 (3) indicates the positive attitude of parents, the next three lines indicate positive attitudes of students. We see a proportionate descending order as we progress from left (Woodway) to right (Terrace High). Each of the first four lines also indicates a decrease in each school from the percentages recorded in 1968, which is in keeping with the pattern for the district, as noted above. The last line of this group (9 (7,8), which indicates the number of students who originally enrolled either from interest or whim, indicates an increase over 1968, which is also generally true of the district. In the last line, however, we seem to find a break in the pattern of the first four lines, since Woodway has the lowest reading. The answer may lie in consideration of another alternative answer which the student might consider as a positive inducement:

Question 9: Why did you originally enroll in foreign language?

	WH	MH	EH	TH
(5) Hope to travel to country (1971)	16.4	10.4	6.9	4.1

If these responses are added to those listed above (9 (7,8), the totals match the pattern for the preceding four lines.

Just as the positive attitudes of parents correspond to positive attitudes of students, so also do the negative attitudes between the two groups correspond:

	WH		MH		EH		TH	
	1968	1971	1968	1971	1968	1971	1968	1971
Question 19 (1,2):	29.0	20.3	20.7	25.0	31.4	26.5	31.9	29.3
Question 19 (5,6):	9.2	12.8	14.0	16.6	16.0	17.7	17.5	22.5
Question 16 (3,4):	10.6	17.3	19.3	23.7	26.7	36.7	19.1	43.2
Question 17 (5):	0	0.9	0	0.4	0	2.0	1.1	2.7
Question 18 (1):	16.3	19.7	22.5	20.4	33.7	37.0	28.6	33.8
Question 18 (5):	1.2	2.4	1.6	3.3	1.8	5.9	1.8	9.9

As in the district as a whole, each of these negative attitudes has increased with the exception of considering college requirements as the major factor in the value of foreign language. One remarkable aspect of this comparison is the wide range between top and bottom, e.g., two and one-half times as many students at Terrace consider foreign language to be unimportant as students at Woodway.

On the basis of these results, one could almost enclose Woodway and Meadowdale in one group, with Edmonds and Terrace in the other. Certainly these profiles of the schools must be considered in future planning of program developments.

5. Both in practice and in terms of the basic components, the continuous progress program has been endorsed by students in the district.

The correlations between service areas and generally positive or negative attitudes illustrated above probably also accounts for the total adoption of a continuous progress approach at Edmonds and Terrace High School during the 1970-71 school year. The continuous progress program involves these elements: (a) no letter grades, (b) student responsibility for his own rate of progress, and (c) the majority of student activities being conducted in small groups.

A total of 1,270 sheets were tallied under the heading of those who were enrolled in a continuous progress program, and 853 students indicated that they were in a regular class. Of all students who answered question 23, a total of 61.1% indicated that they favored such a program (answers 1, 4) and 31.1% indicated that they favored a regular classroom situation. Of those who were presently enrolled in a continuous progress class, 72.5% were in favor of the program, whereas only 41.3% of those enrolled in a regular program were in favor of continuing in such a program (with 53.5% indicating they would prefer continuous progress). Even if we consider that those students not involved in a continuous progress program could not really make a wholly knowledeable judgment, this endorsement appears very favorable.

It is also encouraging to find that students did favor some aspects of the continuous progress program which some teachers feared were its greatest weakness, e.g., only 2.8% liked continuous progress programs because it was easier to miss class, whereas 45.1% favored the program because they were better able to learn.

A surprising feature of the reports on the continuous progress program was the relatively light attention paid to grades: in question 24 only 8.5% of the students felt that the lack of grades was the most attractive feature of the program, and in question 25 only 9.7% of the students felt that the lack of grades was the major drawback of such a program. From this it would seem that grades--either having them or not having them--have little effect on the overwhelming majority of students.

Perhaps the explanation of this relative lack of importance of grades can be found in the answers to question 22. There we note that only 29% of the students in the complete survey answered that they worked hardest when the teacher set the pace,

whereas 40.1% indicated that they worked only as hard as they individually decided to. If we were to combine this total with answer 2, then we find that about two-thirds or more of the student body indicated that they set their own pace irrespective of the teacher.

One concern of some teachers regarding continuous progress is whether the individual student can get enough help in such a program. In the responses to question 20, we find no significant differences between those students in regular classrooms and those in continuous progress programs.

One of the component features of continuous progress is individual or small group work. In question 21, we find that even among those students enrolled in regular programs, only 30.4% indicated that they learned best when working with a whole class. In this group 39.7% indicated that they learn best either working alone or in groups of two or three persons. Among students actually enrolled in continuous progress classes, 68.7% indicated they learn best either by themselves or in groups of two or three persons.

Almost a quarter of the students enrolled in a continuous progress class indicated that the biggest weakness of the program was lack of pressure. Several students had individually marked answer 3 for question 22, answer 2 for question 23, and answer 1 for question 25, i.e., they had indicated that they did only as much work as they intended to do, but they did not like continuous progress because of the lack of pressure. When questioned about this seeming inconsistency, their explanation was that they needed the pressure of some kind of deadline toward which they could work. Their suggestion was that only certain days be set aside for taking tests so they would have a definite date to work toward, although not everyone in the class would be taking a test on that date nor would everyone be taking the same test.

Considering the responses to questions 20 - 24, it would seem that whatever may be the weaknesses of the continuous progress system, the solution is not simply to return to a regular program but rather to find ways of overcoming objections to the continuous progress program as it now exists, e.g., the suggestion mentioned in the previous paragraph regarding setting test dates or time schedules for students.

6. Although the district foreign language program has been successful in its efforts to attract a broader range of students, it has not yet sufficiently varied its program to meet the needs of these students.

Perhaps the most disturbing response on the entire questionnaire was among the reasons students now give for dropping foreign language. The percentage of students planning to continue during the following year has not improved significantly:

Question 10: Do you plan to take this language next year?

	District		Senior High		Junior High	
	1968	1971	1968	1971	1968	1971
Yes	56.6	56.7	49.2	58.7	78.0	54.7

Whereas in 1968 most students dropped foreign language because their requirements had been completed, in 1971 we find very nearly as many dropping because of boredom or scheduling difficulties as because of completed requirements (percentages adjusted according to number of students who actually answered this question):

Question 12: If not (Question 10), why not?

	District		Senior High		Junior High	
	1968	1971	1968	1971	1968	1971
Boring	12.7	21.7	11.1	16.7	23.7	26.1
Teacher	2.3	8.5	2.7	6.2	0	10.5
Methods & Materials	12.7	11.0	10.3	13.1	29.0	9.2
Grades	23.7	3.8	21.8	4.3	36.8	3.4
Requirements Completed	48.6	21.9	54.1	29.9	10.5	15.0
Schedule	--	21.7	--	21.0	--	22.3
Too Hard	--	11.4	--	8.8	--	13.7

Along with the dramatic drop in consideration of completed requirements is an even more dramatic drop in the number of students leaving foreign language because of low grades. This is partially explained, of course, by the widespread use of ungraded continuous progress programs. However, this would not seem to be enough by itself to explain a drop from 23.7% to 3.8%. It would seem reasonable that a further aspect is general lack of student concern for grades, as discussed above in connection with questions 24 and 25.

The increasing number of students who drop foreign language study because of boredom must be the direct and immediate concern of the district's teachers. This, as well as the increasing hostility toward the teacher, we may assume is a part of the increasing negative attitude noted above in connection with questions 16 - 19.

Solutions to problems of boredom and hostility must be found by means of diversifying foreign language programs to a greater extent, thus meeting the Foreign Language Council's stated goal of providing a program that will be of value to every student who enrolls.

Prepared by:

Harry Reinert
Foreign Language Consultant

Edmonds School District No. 15

FOREIGN LANGUAGE STUDENT OPINION SURVEY
May, 1971

Question	Answer	Buildings																
		Dist.	Sr.Hi.	Jr.Hi.	Ct.Pg.	Reg.	EH	MH	TH	WH	AJ	BJ	CPJ	EJ	LJ	MaJ	MJ	TJ
SURVEY	TOTALS	2253	1102	1151	1270	853	305	232	222	335	113	89	49	54	106	221	332	187
1. Grade	7	20.6	--	40.2	22.1	18.8	--	--	--	--	25.7	3.4	2.0	--	46.2	69.7	38.6	52.9
	8	9.6	--	18.9	9.7	7.7	--	--	--	--	41.6	21.3	20.4	3.7	15.1	.5	36.7	--
	9	18.8	--	36.4	19.4	18.1	.3	.4	.9	--	31.0	74.2	--	96.3	36.8	29.4	23.5	44.9
	10	15.3	27.9	3.1	15.1	15.1	24.3	27.1	27.0	32.5	--	--	71.4	--	--	--	--	--
	11	23.7	48.4	--	22.1	27.1	53.4	49.2	49.5	42.4	--	--	2.0	--	--	--	--	--
	12	11.4	23.1	--	11.0	12.2	22.0	22.9	22.5	24.8	--	--	--	--	--	--	--	--
2. Language	French	40.3	32.0	48.1	40.8	40.7	43.0	25.4	27.9	29.6	48.7	41.6	42.9	48.1	78.3	49.3	53.9	23.5
	German	16.1	29.0	3.6	13.0	21.5	20.7	34.2	35.1	29.0	--	1.1	2.0	--	.9	--	.3	20.3
	Latin	.8	1.6	.1	.2	1.8	.3	7.1	--	--	--	--	--	--	.9	--	--	--
	Russian	1.6	3.4	--	2.6	.1	--	6.3	9.9	--	--	--	--	--	--	--	--	--
	Spanish	38.7	29.5	47.4	42.8	30.9	36.1	25.4	27.0	23.1	51.3	57.3	55.1	51.9	--	50.7	45.5	52.9
	Swedish	2.1	4.1	.2	.4	4.1	--	--	--	13.4	--	--	--	--	--	--	--	1.1
3. Now enrolled	Yes	96.7	96.9	96.4	97.5	95.9	95.4	95.8	98.2	98.2	95.6	97.8	100	94.4	98.1	98.2	96.7	92.5
	No	1.4	1.5	1.4	.9	1.6	2.6	1.7	.5	.9	2.7	1.1	--	1.9	.9	1.4	1.2	3.7

Edmonds School District No. 15

FOREIGN LANGUAGE STUDENT OPINION SURVEY

May, 1971

Question	Answer	Languages														
		French	F-1	F-2	F-3	Ger.	G-1	G-2	G-3	Latin	Rus.	Span.	S-1	S-2	S-3	Swed.
SURVEY	TOTALS	907	648	172	87	362	248	100	14	19	37	864	687	150	27	45
1. Grade	7	23.9	33.2	.6	--	5.8	8.5	--	--	--	--	25.7	32.3	--	--	--
	8	13.7	19.0	.6	--	.3	.4	--	--	--	--	10.5	13.2	--	--	--
	9	21.2	27.3	8.7	--	5.2	7.7	--	--	--	2.7	24.2	27.9	10.7	3.7	--
	10	16.8	8.2	55.2	4.6	19.1	26.6	3.0	--	36.8	21.6	11.5	7.4	30.7	7.4	20.0
	11	17.0	10.5	17.4	64.4	46.4	53.2	31.0	35.7	36.8	43.2	18.8	16.0	24.0	59.3	57.8
	12	7.3	1.5	17.4	29.9	23.2	3.6	66.0	64.3	26.3	32.4	8.4	1.9	34.7	29.6	22.2
2. Language	French	100	100	100	100	--	--	--	--	--	--	--	--	--	--	--
	German	--	--	--	--	100	100	100	100	--	--	--	--	--	--	--
	Latin	--	--	--	--	--	--	--	--	100	--	--	--	--	--	--
	Russian	--	--	--	--	--	--	--	--	--	100	--	--	--	--	--
	Spanish	--	--	--	--	--	--	--	--	--	--	100	100	100	100	--
	Swedish	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100
3. Now enrolled	Yes	96.9	97.4	95.9	95.4	96.7	96.8	97.0	92.9	94.7	--	97.5	97.2	98.7	96.3	97.8
	No.	1.0	.6	1.2	3.4	2.2	2.0	2.0	7.1	5.3	--	1.5	1.7	.7	3.7	2.2

Question	Answer	Buildings															
		Dist.	Sr.Hi.	Jr.Hi.	Ct.Pg.	Reg.	EH	MH	TH	WH	AJ	BJ	CPJ	EJ	LJ	MaJ	MJ	TJ
4. What semester	1	9.6	1.5	17.3	11.8	4.6	4.9	--	--	.6	35.4	1.1	6.1	--	66.0	31.2	4.5	.5
	2	64.1	50.1	77.5	63.8	66.7	46.9	51.7	55.9	48.1	63.7	98.9	53.1	96.3	33.0	68.3	86.4	96.8
	3	1.6	3.2	.1	2.5	.4	5.6	.8	5.4	1.2	--	--	--	--	--	--	.3	--
	4	18.1	32.5	4.3	18.9	16.5	29.5	35.4	30.6	34.3	--	--	38.8	--	--	--	8.7	--
	5	.6	1.3	--	.9	.2	3.3	.8	.5	.3	--	--	--	--	--	--	--	--
	6	4.4	9.0	--	1.3	9.4	7.5	8.8	5.4	12.8	--	--	2.0	--	--	--	--	--
	7	.2	.2	--	.1	.2	--	.4	.5	--	--	--	--	--	--	--	--	--
	8	.2	1.7	--	.4	1.2	2.0	1.3	1.4	2.1	--	--	--	--	--	--	--	--
5. Previous semester	1	62.3	47.8	76.2	67.3	57.8	48.2	47.9	51.4	45.1	34.5	83.1	44.9	87.0	34.0	91.0	86.4	91.4
	2	4.7	4.5	4.8	4.7	4.0	6.9	4.6	3.2	3.3	1.8	9.0	8.2	7.4	3.8	6.3	3.0	4.8
	3	17.8	31.6	4.6	18.5	16.5	27.2	33.3	33.8	32.8	--	1.1	36.7	1.9	--	2.3	8.4	--
	4	1.7	2.9	.5	2.1	.9	5.6	2.5	1.8	1.5	--	--	4.1	1.9	.9	--	.3	.5
	5	4.4	9.0	--	1.5	8.9	7.9	7.9	5.4	13.1	--	1.1	--	--	--	--	--	--
	6	.4	.6	--	.3	.5	.3	.4	1.4	.6	--	--	--	--	--	--	--	.5
	7	1.2	2.4	--	.6	2.0	2.3	2.1	1.4	3.3	--	--	2.0	--	--	--	--	--
	8	.3	.4	--	.3	.2	.3	.4	.9	--	--	--	--	--	--	--	--	--
6. Other language	Yes	10.6	8.3	12.8	10.1	10.9	9.5	6.3	7.7	9.3	7.1	18.0	6.1	13.0	17.0	17.6	12.0	8.6
	No	88.0	90.8	85.2	89.1	87.3	89.8	93.3	91.0	89.9	92.0	80.9	93.9	87.0	77.4	80.5	87.7	86.1

Question	Answer	Languages														
		French	F-1	F-2	F-3	Ger.	G-1	G-2	G-3	Latin	Rus.	Span.	S-1	S-2	S-3	Swed.
4. What semester	1	16.4	23.0	--	--	2.5	3.6	--	--	--	62.2	6.7	8.4	--	--	--
	2	54.5	76.2	--	--	65.7	96.0	--	--	57.9	2.7	72.8	91.6	--	--	93.3
	3	1.7	--	8.7	--	2.2	--	8.0	--	--	27.0	1.5	--	8.7	--	--
	4	17.3	--	91.3	--	25.4	--	92.0	--	31.6	--	15.9	--	91.3	--	6.7
	5	.2	--	--	2.3	.8	--	--	21.4	--	8.1	1.0	--	--	33.3	--
	6	7.6	--	--	79.3	2.5	--	--	64.3	5.3	--	2.1	--	--	66.7	--
	7	.2	--	--	2.3	.3	--	--	7.1	--	--	--	--	--	--	--
	8	1.5	--	--	16.1	.3	--	--	7.1	5.3	--	--	--	--	--	--
5. Previous semester	1	56.6	78.9	.6	1.1	66.0	95.2	2.0	7.1	52.6	2.7	66.2	83.1	.7	--	93.3
	2	3.3	2.6	7.6	--	3.6	2.8	6.0	--	--	97.3	6.8	6.6	9.3	--	--
	3	16.5	1.2	82.6	--	24.9	.8	88.0	--	31.6	--	16.2	2.3	82.0	3.7	6.7
	4	1.4	.5	4.7	2.3	2.5	.8	3.0	28.6	5.3	--	1.7	.4	2.7	29.6	--
	5	8.0	.3	2.9	75.9	2.2	--	--	57.1	5.3	--	1.7	--	2.0	44.4	--
	6	.2	--	--	2.3	.3	--	--	7.1	--	--	.7	.3	1.3	7.4	--
	7	2.0	.3	.6	17.2	--	--	--	--	5.3	--	.6	.1	1.3	7.4	--
	8	.2	--	1.2	--	--	--	--	--	--	--	.5	.3	.7	3.7	--
6. Other language	Yes	12.2	13.9	8.1	8.0	8.3	7.7	9.0	14.3	10.5	2.7	9.7	10.5	6.0	11.1	15.6
	No	86.9	85.0	91.3	92.0	90.6	91.9	88.0	85.7	84.2	97.3	89.1	88.2	93.3	88.9	82.2

Question	Answer	Buildings																
		Dist.	Sr.Hi.	Jr.Hi.	Ct.Pg.	Reg.	EH	MH	TH	WH	AJ	BJ	CPJ	EJ	LJ	MaJ	MJ	TJ
7. Foreign Country	Yes	9.6	9.0	10.2	9.1	9.7	8.5	11.3	10.4	6.9	9.7	16.9	6.1	9.3	10.4	7.7	10.5	10.7
	No	89.6	90.5	88.7	90.4	89.1	90.5	88.3	89.2	92.8	90.3	83.1	93.9	90.7	85.8	92.3	89.2	85.0
8. Grade	A	14.8	19.3	10.4	4.6	28.3	3.9	47.9	2.7	23.9	23.9	22.5	2.0	24.1	1.9	19.0	4.2	.5
	B	15.2	18.2	12.3	5.4	29.4	5.2	30.0	3.2	31.6	18.6	46.1	4.1	42.6	--	18.6	3.6	1.1
	C	8.4	7.3	9.5	2.8	15.1	1.6	10.8	.5	14.3	20.4	21.3	2.0	18.5	--	20.4	3.3	--
	D	3.1	2.6	3.5	1.1	5.5	.7	5.0	.5	4.2	3.5	9.0	--	13.0	.9	8.1	.6	--
	F	.8	.4	1.1	.6	.9	.3	.8	--	.3	--	1.1	--	--	--	4.5	--	1.1
	P	33.8	32.6	34.9	53.0	8.5	55.1	2.1	58.6	16.7	--	--	38.8	--	17.9	21.3	45.5	88.8
	NP	17.6	17.8	17.4	26.6	5.2	30.5	1.7	32.9	7.8	--	--	46.9	--	13.2	6.8	40.7	7.0
	S	.3	.1	.4	.4	--	--	.4	--	--	.9	--	--	--	.9	--	.6	.5
	I	.1	.1	.2	.1	.1	--	--	.5	--	--	--	2.0	--	.9	--	--	--
9. Why you enrolled	Parents	6.2	5.4	7.0	6.1	6.2	7.2	6.3	3.6	4.2	5.3	4.5	12.2	13.0	4.7	7.2	4.8	10.7
	Counselor	2.3	2.6	2.0	2.7	1.6	3.9	1.7	4.5	.9	4.4	2.3	4.1	--	1.9	3.2	.9	1.1
	Friends	3.7	3.8	3.6	2.8	4.8	1.0	6.7	2.7	5.1	3.5	2.2	--	1.9	2.8	5.4	5.1	1.1
	College/career	33.4	44.8	22.4	35.8	30.2	45.9	41.7	51.4	41.8	18.6	31.5	40.8	40.7	19.8	11.8	23.5	22.5
	Travel	8.6	10.0	7.2	7.2	10.4	6.9	10.4	4.1	16.4	3.5	7.9	6.1	7.4	7.5	9.0	6.9	7.5
	Avoid reading	3.0	.3	5.6	3.3	2.8	.3	--	.9	--	5.3	--	--	1.9	5.7	5.4	11.4	1.1
	Interest	33.0	26.8	39.0	33.5	33.1	27.9	27.5	26.6	25.4	51.3	39.3	32.7	22.2	34.9	42.1	36.4	41.2
	Whim	7.6	4.6	10.5	6.9	8.6	4.9	5.0	4.1	4.5	5.3	10.1	4.1	5.6	15.1	12.2	10.5	12.3

Question	Answer	Languages														
		French	F-1	F-2	F-3	Ger.	G-1	G-2	G-3	Latin	Rus.	Span.	S-1	S-2	S-3	Swed.
7. Foreign Country	Yes	10.5	10.0	12.2	10.3	10.2	9.3	12.0	14.3	10.5	5.4	8.8	9.5	4.0	18.5	4.4
	No.	88.4	88.6	87.2	89.7	89.8	90.7	88.0	85.7	84.2	94.6	91.0	90.2	96.0	81.5	95.6
8. Grade	A	12.2	10.6	9.9	28.7	22.7	22.2	25.0	14.3	10.5	29.7	11.1	11.2	4.0	48.1	37.8
	B	16.4	12.3	18.0	43.7	18.8	15.7	25.0	28.6	--	13.5	11.5	12.7	6.0	11.1	28.9
	C	8.4	7.9	8.7	11.5	6.1	5.2	8.0	7.1	15.8	2.7	9.3	10.2	6.0	3.7	20.0
	D	3.9	4.5	2.3	2.3	1.7	2.0	1.0	--	42.1	2.7	2.7	3.2	.7	--	6.7
	F	1.3	1.7	.6	--	.3	--	1.0	--	--	--	.2	.3	--	--	--
	P	33.6	34.1	43.6	10.3	30.4	30.6	27.0	50.0	--	--	38.7	35.7	52.7	37.0	2.2
	NP	11.2	11.7	14.0	2.3	19.3	23.8	11.0	--	26.3	8.1	24.2	24.5	27.3	--	4.4
	S	.3	.5	--	--	--	--	--	--	--	2.7	.3	.4	--	--	--
	I	.2	.2	.6	--	--	--	--	--	--	51.4	--	--	--	--	--
9. Why you enrolled	Parents	5.6	6.2	3.5	5.7	5.5	6.5	2.0	14.3	10.5	--	7.5	7.9	6.0	7.4	--
	Counselor	2.1	2.0	2.3	2.3	1.9	2.4	1.0	--	--	8.1	2.4	2.6	1.3	3.7	--
	Friends	3.7	4.0	3.5	2.3	6.9	8.5	4.0	--	15.8	2.7	2.2	2.3	2.0	--	--
	College/career	30.5	26.9	43.0	33.3	40.9	37.9	51.0	21.4	42.1	51.4	33.1	29.1	55.3	11.1	24.4
	Travel	8.3	7.4	11.6	8.0	10.8	10.5	12.0	7.1	--	--	7.1	6.6	6.0	25.9	37.8
	Avoid reading	4.4	5.7	1.2	1.1	--	--	--	--	--	--	3.2	3.8	1.3	--	--
	Interest	34.7	35.8	29.7	36.8	27.3	29.0	22.0	35.7	26.3	21.6	34.7	36.2	24.7	51.9	28.9
	Whim	7.8	9.0	3.5	8.0	5.5	4.4	6.0	21.4	--	13.5	8.0	9.5	2.7	--	8.9

Foreign Language Student Opinion Survey

Question	Answer	Buildings															
		Dist.	Sr.Hi.	Jr.Hi.	Ct.Pg.	Reg.	EH	MH	TH	WH	AJ	BJ	CPJ	EJ	LJ	MaJ	MJ	TJ
10. Continue language	Yes	56.7	58.7	54.7	55.1	60.5	50.2	64.2	54.1	65.7	53.1	53.9	46.9	64.8	20.8	64.7	57.8	57.2
	No	39.5	40.0	39.1	40.2	36.9	47.9	35.0	44.6	33.4	46.9	46.1	51.0	35.2	22.6	33.5	41.6	40.6
11. Yes, why?	Requirement	22.6	23.2	22.1	25.4	19.2	25.9	22.1	28.8	17.9	15.9	25.8	20.4	27.8	12.3	14.5	25.0	32.1
	Interesting	36.0	37.1	34.8	31.7	43.1	25.6	42.9	26.6	50.4	38.1	32.6	34.7	35.2	12.3	49.3	36.4	26.7
12. No, why?	Boring	9.6	7.1	12.1	10.6	8.3	11.1	6.3	8.6	3.0	9.7	5.6	10.2	9.3	3.8	12.2	16.9	13.9
	Teacher	3.8	2.6	4.9	3.6	4.0	3.6	2.1	.5	3.6	4.4	4.5	4.1	3.7	.9	7.2	5.1	4.8
	Materials	4.9	5.5	4.3	6.0	2.7	7.9	3.8	9.0	2.4	3.5	2.2	8.2	3.7	.9	4.5	5.7	3.7
	Grades too low	1.7	1.8	1.6	1.1	2.2	1.3	2.5	1.4	2.1	--	4.5	--	1.9	--	4.1	.3	1.6
	Requirements completed	9.7	12.6	7.0	11.1	7.5	13.4	15.0	11.3	11.0	.9	2.2	8.2	3.7	60.4	.9	.3	2.1
	Can't schedule	9.6	8.9	10.3	7.6	11.5	8.2	10.4	9.0	8.4	23.0	19.1	14.3	9.3	3.8	3.2	10.8	9.1
	Too hard	5.1	3.7	6.3	5.3	5.0	6.2	.8	2.7	4.2	6.2	9.0	10.2	1.9	3.8	7.7	4.8	8.0
13. Continue in college	Yes	33.3	36.7	30.1	31.0	38.5	29.5	38.8	29.7	46.3	26.5	30.3	24.5	3.3	24.5	31.2	33.4	28.9
	No	62.5	60.3	64.6	66.2	55.1	67.9	57.1	67.1	51.3	58.4	68.5	69.4	66.7	71.7	58.4	64.8	67.4
14. Liked	Speak	57.7	55.8	59.4	59.4	56.3	55.4	52.1	52.3	61.2	57.5	68.5	57.1	53.7	58.5	59.3	59.9	58.3
	Read	10.5	11.8	9.2	11.7	9.3	15.7	11.3	13.5	7.5	7.1	15.7	12.2	14.8	10.4	6.8	9.6	6.4
	Grammar	2.9	4.2	1.7	3.0	2.5	3.6	5.0	4.5	3.9	4.4	1.1	2.0	--	.9	1.4	1.5	1.6
	People	9.3	13.3	5.5	5.4	15.7	6.6	20.0	6.8	19.1	11.5	2.2	14.3	--	3.8	7.2	3.9	4.3
	Nothing	18.6	13.9	23.2	20.0	15.0	18.0	10.0	23.0	6.9	18.6	11.2	12.2	31.5	26.4	24.9	24.4	26.2

Question	Answer	Languages														
		French	F-1	F-2	F-3	Ger.	G-1	G-2	G-3	Latin	Rus.	Span.	S-1	S-2	S-3	Swed.
10. Continue language	Yes	54.8	54.8	48.8	66.7	64.9	71.0	52.0	50.0	52.6	67.6	54.3	59.0	29.3	74.1	71.1
	No	37.7	35.3	49.4	32.2	35.1	29.0	48.0	50.0	42.1	29.7	44.7	40.3	68.0	25.9	28.9
11. Yes why?	Requirement	19.8	22.5	18.0	3.4	27.6	33.5	16.0	7.1	21.1	32.4	23.5	26.9	10.0	11.1	20.0
	Interesting	38.1	35.2	36.6	63.2	37.8	37.5	38.0	42.9	31.6	32.4	32.1	33.2	21.3	63.0	53.3
12. No, why?	Boring	8.2	10.2	4.7	--	9.7	8.3	11.0	14.3	10.5	13.5	11.6	12.4	9.3	3.7	--
	Teacher	3.7	4.2	2.9	2.3	2.8	3.6	1.0	--	5.3	2.7	4.1	4.8	1.3	--	8.9
	Materials	4.9	3.7	11.0	1.1	5.0	3.2	10.0	--	5.3	--	5.3	5.1	6.7	3.7	2.2
	Grades too low	1.9	1.9	1.7	2.3	1.4	1.6	1.0	--	5.3	2.7	1.6	1.6	2.0	--	--
	Requirements completed	11.6	11.3	13.4	10.3	7.5	1.2	23.0	7.1	21.1	13.5	8.7	2.5	38.7	--	2.2
	Can't schedule	9.3	7.9	12.2	13.8	8.6	8.1	7.0	28.6	10.5	2.7	10.5	10.3	8.7	25.9	15.6
	Too hard	4.9	6.2	1.7	1.1	3.9	5.2	1.0	--	--	2.7	6.3	7.1	3.3	--	--
13. Continue in college	Yes	36.5	33.3	36.6	59.8	42.3	41.9	40.0	64.3	5.3	54.1	25.8	24.7	21.3	77.8	33.3
	No	60.2	63.3	58.7	40.2	55.8	56.0	58.0	35.7	94.7	43.2	68.6	68.4	78.0	22.2	62.2
14. Liked	Speak	60.1	61.7	54.1	59.8	52.2	55.2	45.0	50.0	10.5	51.4	57.9	58.2	53.3	74.1	84.4
	Read	10.9	9.3	15.1	14.9	9.7	8.5	11.0	21.4	5.3	18.9	10.5	10.3	11.3	11.1	4.4
	Grammar	2.8	1.9	7.0	1.1	3.3	1.2	7.0	14.3	15.8	2.7	2.5	2.0	5.3	--	4.4
	People	8.2	6.0	10.5	19.5	19.3	20.6	17.0	14.3	26.3	2.7	6.7	5.5	11.3	11.1	2.2
	Nothing	17.6	20.5	13.4	4.6	14.9	14.1	19.0	--	42.1	24.3	21.2	22.9	17.3	--	2.2

Question	Answer	Buildings															
		Dist.	Sr.Hi.	Jr.Hi.	Ct.Pg.	Reg.	EH	MH	TH	WH	AJ	BJ	CPJ	EJ	LJ	MaJ	MJ	TJ
15. Dislike	Speak	6.9	6.1	7.6	6.7	7.0	4.6	5.0	8.6	6.6	7.1	5.6	12.2	7.4	6.6	11.8	6.0	6.4
	Read	7.6	5.5	9.6	7.9	7.5	7.5	4.2	2.7	6.6	12.4	3.4	2.0	5.6	16.0	8.1	11.7	8.0
	Grammar	50.3	56.0	44.3	49.5	51.9	55.1	61.7	62.2	48.7	43.4	48.3	59.2	61.1	40.6	40.3	41.3	46.5
	People	5.4	4.3	6.4	6.9	3.2	5.9	3.3	7.7	1.2	3.5	4.5	6.1	5.6	6.6	2.3	11.1	5.9
	Nothing	28.1	26.3	29.8	27.6	28.0	24.9	23.8	18.5	34.6	32.7	37.1	20.4	16.7	25.5	32.2	28.3	28.3
16. Important	Extremely	11.0	12.6	9.4	9.8	12.8	9.2	15.4	7.7	17.0	11.5	13.5	8.2	1.9	7.5	10.4	9.3	8.6
	Fairly	56.8	56.9	56.6	55.0	60.8	52.5	59.6	48.6	64.5	54.0	62.9	63.3	63.0	41.5	55.7	59.9	55.6
	Not very	24.4	24.0	24.7	27.6	19.0	31.5	20.4	30.6	15.5	21.2	18.0	24.5	24.1	34.0	26.7	23.2	25.1
	Waste of time	6.5	5.3	7.6	6.7	5.7	5.2	3.3	12.6	1.8	10.6	3.4	4.1	9.3	15.1	5.9	7.2	7.0
17. Who should take?	Everyone	24.0	30.0	18.2	20.4	30.2	21.3	34.2	18.5	42.7	16.8	22.5	16.3	14.8	14.2	20.4	20.2	15.0
	College	8.3	6.4	10.1	9.0	7.4	9.2	5.0	5.0	5.7	6.2	13.5	2.0	9.3	10.4	7.2	12.7	11.8
	Specific	25.9	25.2	26.6	29.1	21.2	26.9	24.6	34.7	17.9	27.4	21.3	40.8	38.9	28.3	19.5	26.2	29.4
	Interested	37.6	35.3	39.8	38.3	36.7	38.7	33.8	37.8	31.6	44.2	39.3	36.7	31.5	36.8	48.0	38.0	35.8
	No one	2.7	1.5	3.8	2.1	3.2	2.0	.4	2.7	.9	5.3	2.2	--	--	9.4	4.1	2.7	4.3
18. Main value	College	32.1	27.5	36.5	38.2	24.0	37.0	20.4	33.8	19.7	19.5	40.4	40.8	48.1	31.1	26.7	44.0	41.7
	People	23.6	27.7	19.7	19.3	30.4	16.7	32.1	21.2	38.8	22.1	25.8	20.4	5.6	30.8	27.1	16.3	16.0
	Ideas	23.3	26.4	20.3	22.9	24.5	27.9	28.8	23.9	25.1	21.2	23.6	32.7	29.6	18.9	19.9	19.0	16.0
	English	9.7	10.6	8.9	9.4	10.0	9.5	11.3	9.9	11.6	21.2	3.4	4.1	5.6	9.4	8.1	7.8	8.6
	None	8.8	5.1	12.4	8.7	8.3	5.9	3.3	9.9	2.4	12.4	6.7	2.0	7.4	16.0	15.4	11.7	15.0

Question	Answer	Languages													
		French	F-1	F-2	F-3	Ger.	G-1	G-2	G-3	Latin	Rus.	Span.	S-1	S-2	S-3	Swed.
15. Dislike	Speak	6.8	7.6	5.8	3.4	5.2	4.0	9.0	--	10.5	2.7	8.1	8.4	8.0	--	2.2
	Read	9.0	11.0	4.1	4.6	5.5	4.8	7.0	7.1	5.3	--	7.4	7.7	6.7	3.7	8.9
	Grammar	48.2	44.6	53.5	64.4	57.5	58.9	57.0	35.7	57.9	75.7	48.6	46.9	56.7	48.1	44.4
	People	6.2	6.3	6.4	4.6	2.8	1.6	6.0	--	5.3	5.4	5.8	5.5	6.7	7.4	--
	Nothing	27.8	28.2	28.5	23.0	27.1	29.0	19.0	50.0	21.1	16.2	28.5	29.8	20.7	37.0	44.4
16. Important	Extremely	10.9	9.9	11.0	18.4	14.1	15.7	12.0	7.1	36.8	10.8	8.9	8.4	5.3	40.7	15.6
	Fairly	59.1	57.4	59.3	71.3	53.9	50.8	59.0	71.4	36.8	37.8	56.5	56.5	58.0	48.1	64.4
	Not very	22.9	24.2	25.6	8.0	24.0	26.6	20.0	7.1	21.1	35.1	26.3	26.3	28.7	11.1	20.0
	Waste of time	6.1	7.1	4.1	2.3	6.6	5.6	9.0	7.1	5.3	16.2	6.7	7.0	6.7	--	--
17. Who should take	Everyone	24.8	21.6	27.9	42.5	26.0	26.2	25.0	28.6	42.1	21.6	21.2	19.9	21.3	51.9	42.2
	College	8.6	10.3	4.7	3.4	5.8	5.2	8.0	--	10.5	2.7	8.9	8.9	10.7	--	11.1
	Specific	25.9	28.2	26.7	6.9	25.4	23.8	30.0	21.4	31.6	48.6	25.9	26.1	28.0	11.1	15.6
	Interested	36.2	34.6	39.5	41.4	39.2	41.5	33.0	42.9	10.5	27.0	40.4	41.0	38.0	37.0	28.9
	No one	3.7	4.6	1.2	2.3	1.9	1.6	3.0	--	5.3	--	1.9	2.2	.7	--	--
18. Main value	College	32.2	36.7	26.7	9.2	24.9	25.0	27.0	7.1	10.5	40.5	35.8	36.1	40.0	3.7	31.1
	People	22.5	19.8	24.4	39.1	36.7	36.7	37.0	35.7	10.5	16.2	20.0	20.2	16.7	33.3	24.4
	Ideas	24.0	20.5	29.1	40.2	20.4	19.0	21.0	42.9	52.6	29.7	22.9	22.6	22.0	37.0	22.2
	English	9.9	9.7	12.8	5.7	8.6	9.3	7.0	7.1	15.8	5.4	9.7	8.2	14.7	22.2	20.0
	None	8.1	10.2	5.8	3.4	6.9	7.7	6.0	--	10.5	5.4	10.0	11.5	4.7	--	2.2

Question	Answer	Buildings															
		Dist.	Sr.Hi.	Jr.Hi.	Ct.Pg.	Reg.	EH	MH	TH	WH	AJ	BJ	CPJ	EJ	LJ	MaJ	MJ	TJ
19. Parents	College	19.5	19.5	19.5	22.4	15.9	21.6	19.2	23.0	15.5	16.8	18.0	30.6	24.1	17.9	14.0	23.8	17.6
	Career	6.4	5.4	7.5	6.1	6.0	4.9	5.8	6.3	4.8	9.7	6.7	--	7.4	6.6	10.9	4.8	9.6
	Education	39.6	45.8	33.6	37.1	44.4	42.0	49.2	33.8	54.9	29.2	34.8	46.9	25.9	30.2	30.8	38.6	31.0
	Languages	13.3	9.9	16.6	12.8	14.1	11.8	7.5	11.3	9.0	22.1	19.1	10.2	22.2	16.0	19.0	13.3	15.5
	Not terribly important	16.9	15.7	18.1	18.4	14.8	15.7	15.8	20.7	12.2	16.8	20.2	8.2	18.5	19.8	21.3	16.0	19.3
	Waste of time	2.1	1.3	2.9	1.4	2.9	2.0	.8	1.8	.6	3.5	1.1	--	--	6.6	2.3	2.4	4.3
20. Get help	Too much	4.4	4.1	4.8	4.3	3.8	3.9	2.5	5.4	4.5	6.2	--	26.5	3.7	7.5	3.6	3.9	2.1
	Right amount	60.5	60.8	60.3	61.1	62.1	54.4	63.3	58.1	66.6	61.1	70.8	44.9	46.3	47.2	56.1	63.9	69.0
	Not enough/ask	12.4	10.3	14.4	13.5	10.2	16.7	8.3	6.8	8.4	15.0	6.7	16.2	25.9	17.9	17.2	14.8	9.6
	Not enough/ don't ask	17.1	20.5	13.9	16.8	17.7	20.0	22.1	24.8	17.0	13.3	15.7	16.3	16.7	8.5	18.1	13.3	11.2
	Almost no help	3.7	2.5	5.0	3.4	4.0	3.0	2.5	2.3	2.1	2.7	4.5	--	3.7	15.1	5.0	3.9	4.3
21. Learn best	Classroom	24.9	26.8	23.0	20.7	30.4	22.0	26.3	26.1	31.9	31.9	38.2	18.4	22.2	21.7	23.1	20.2	17.6
	Group of 5-10	17.3	21.2	13.6	10.0	27.1	12.5	31.7	4.5	32.8	27.4	13.5	12.2	18.5	6.6	10.4	11.4	15.5
	Group of 2-3	37.4	34.8	40.0	45.7	26.7	43.6	26.7	46.8	24.5	19.5	29.2	44.9	40.7	43.4	43.4	42.5	45.5
	Alone	18.4	15.9	20.9	23.0	13.0	21.0	14.2	21.2	9.0	18.6	16.9	24.5	14.8	21.7	22.2	24.4	16.6
22. Work hardest	Teacher deadlines	29.0	35.3	23.0	30.0	28.6	32.5	38.3	43.7	30.1	23.9	21.3	32.7	16.7	17.0	19.5	28.6	20.3
	Self pace	27.5	17.3	37.2	32.2	21.1	23.6	15.0	19.8	11.6	34.5	25.8	40.8	37.0	44.3	39.8	32.5	44.4
	Self decision	40.1	44.3	36.1	36.9	46.4	43.0	42.1	35.6	52.8	34.5	43.8	26.5	46.3	35.8	39.8	35.8	28.9

Question	Answer	Languages														
		French	F-1	F-2	F-3	Ger.	G-1	G-2	G-3	Latin	Rus.	Span.	S-1	S-2	S-3	Swed.
19. Parents	College	20.0	21.6	19.2	9.2	19.1	22.2	13.0	7.1	21.1	27.0	19.2	18.8	24.7	--	20.0
	Career	8.3	9.3	4.7	8.0	3.9	4.0	3.0	7.1	5.3	21.6	5.2	6.1	1.3	3.7	2.2
	Education	37.9	33.3	45.9	56.3	48.9	46.4	54.0	57.1	31.6	27.0	38.7	36.7	42.7	66.7	42.2
	Languages	14.1	14.7	12.8	12.6	8.6	7.3	11.0	14.3	--	--	15.4	16.2	11.3	18.5	11.1
	Not terribly important	15.8	17.3	14.0	8.0	15.2	16.1	14.0	7.1	36.8	21.6	18.3	18.6	18.0	11.1	15.6
	Waste of time	2.3	2.6	.6	3.4	1.4	1.2	2.0	--	5.3	--	1.7	2.0	.7	--	2.2
20. Get help	Too much	3.6	4.0	3.5	1.1	3.6	3.6	4.0	--	--	--	6.0	5.2	9.3	7.4	2.2
	Right amount	61.9	60.0	62.8	73.6	64.6	64.5	66.0	57.1	47.4	48.6	57.8	57.9	56.7	59.3	80.0
	Not enough/ask	13.2	14.5	12.2	5.7	6.9	7.7	4.0	14.3	15.8	13.5	14.4	15.0	12.7	7.4	6.7
	Not enough/ don't ask	14.4	13.4	16.3	18.4	21.8	20.6	25.0	21.4	26.3	32.4	17.6	17.2	19.3	18.5	8.9
	Almost no help	4.6	5.7	2.3	1.1	1.7	2.4	--	--	10.5	--	3.5	3.6	2.0	7.4	2.2
21. Learn best	Classroom	25.0	24.4	29.1	21.8	29.8	29.8	32.0	14.3	10.5	16.2	23.1	23.1	24.0	18.5	35.6
	Group of 5-10	17.9	14.2	23.3	34.5	21.0	19.8	22.0	35.7	36.8	5.4	14.5	14.0	14.0	29.6	31.1
	Group of 2-3	37.0	39.0	33.1	29.9	32.6	34.3	28.0	35.7	15.8	37.8	41.8	42.4	41.3	29.6	17.8
	Alone	18.5	20.4	14.0	13.8	14.9	14.9	15.0	14.3	36.8	37.8	18.8	18.3	20.0	22.2	13.3
22. Work hardest	Teacher deadlines	25.1	22.2	33.7	29.9	39.5	36.3	49.0	28.6	36.8	54.1	27.8	26.6	31.3	37.0	31.1
	Self pace	30.8	37.3	15.7	11.5	14.4	19.4	3.0	7.1	21.1	13.5	31.4	33.6	24.0	14.8	13.3
	Self decision	40.6	37.2	46.5	54.0	43.1	41.1	45.0	64.3	42.1	29.7	38.3	37.0	42.7	48.1	46.7

Question	Answer	Buildings															
		Dist.	Sr.Hi.	Jr.Hi.	Ct.Pg.	Reg.	EH	MH	TH	WH	AJ	BJ	CPJ	EJ	LJ	MaJ	MJ	TJ
23. Continuous Progress	Yes, good	40.9	34.3	47.2	72.5	--	63.6	5.0	53.6	15.8	15.9	2.2	65.3	31.5	56.6	45.7	61.7	57.8
	Yes, but prefer standard class	15.5	18.7	12.4	27.5	--	26.2	3.8	38.7	9.3	1.8	1.1	22.4	11.1	20.8	12.2	16.0	11.2
	No, good	15.6	19.1	12.3	--	41.3	2.6	39.2	2.7	30.4	23.9	37.1	4.1	13.0	2.8	11.3	7.2	11.2
	No, but would like	20.2	20.6	19.9	--	53.5	4.6	46.3	.9	29.9	28.3	47.2	8.2	35.2	11.3	27.1	9.6	15.0
24. Why cont. progress	Learn more	27.7	20.4	34.6	45.1	4.2	34.4	4.6	33.8	10.1	8.8	--	49.0	22.2	42.5	33.5	44.3	46.0
	More attention	5.8	5.9	5.6	9.4	.8	10.5	1.7	9.9	2.1	4.4	--	14.3	1.9	6.6	5.9	6.3	5.9
	Easier	9.7	10.6	8.9	15.5	2.2	16.4	2.9	17.6	6.3	3.5	2.2	10.2	7.4	14.2	5.9	14.8	5.3
	Can miss class	2.6	2.5	2.8	2.8	2.2	2.6	1.7	3.6	2.1	--	1.1	2.0	1.9	5.7	3.6	3.3	2.1
	No grades	5.6	7.2	4.2	8.5	2.0	15.1	.4	10.4	2.7	1.8	--	4.1	5.6	6.6	5.0	5.4	2.7
	Nothing	10.3	9.3	11.2	13.1	6.1	9.5	4.6	20.7	5.1	1.8	7.9	14.3	13.0	17.9	12.2	12.3	10.2
25. Drawback cont. prog.	Need pressure	14.6	17.5	11.9	23.4	3.2	24.3	4.2	36.0	8.7	1.8	--	18.4	12.0	14.2	10.0	17.5	12.8
	Like grades	6.0	3.8	8.1	9.7	1.4	5.2	1.3	8.1	1.5	3.5	--	20.4	--	13.2	2.7	13.6	7.5
	Need more explanation	9.3	8.8	9.7	14.6	2.2	17.4	1.3	9.5	6.0	.9	--	10.2	20.4	13.2	9.5	11.1	12.3
	Miss whole class situation	2.2	2.5	1.9	3.1	.8	4.3	.4	5.0	.6	1.8	1.1	--	--	5.7	1.8	2.1	1.1
	Too disorderly	6.7	4.4	8.9	10.1	2.5	7.9	.4	6.8	1.5	1.8	2.2	18.4	7.4	3.8	12.7	12.7	5.9
	Nothing	18.6	14.0	22.9	28.7	4.8	26.2	3.3	23.0	4.5	10.6	7.9	24.5	11.1	33.0	25.3	23.2	31.6

Question	Answer	Languages													
		French	F-1	F-2	F-3	Ger.	G-1	G-2	G-3	Latin	Rus.	Span.	S-1	S-2	S-3	Swed.
23. Continuous Progress	Yes, good	42.3	48.3	36.0	10.3	27.9	32.3	16.0	35.7	10.5	51.4	47.5	46.4	55.3	29.6	2.2
	Yes, but prefer standard class	14.8	13.7	24.4	3.4	17.7	15.3	24.0	14.3	5.3	37.8	15.3	13.7	24.0	7.4	6.7
	No, good	14.6	12.2	14.5	32.2	21.3	21.8	20.0	21.4	15.8	--	14.1	13.2	12.7	44.4	33.3
	No, but would like	20.5	20.8	10.5	37.9	29.0	27.0	34.0	28.6	63.2	2.7	14.9	17.3	4.0	14.8	42.2
24. Why cont. progress	Learn more	29.2	34.7	20.3	5.7	18.2	20.6	12.0	21.4	5.3	18.9	32.3	33.3	29.3	22.2	4.4
	More attention	6.8	6.6	9.9	2.3	4.4	5.6	2.0	--	10.5	5.4	5.4	5.5	6.0	--	2.2
	Easier	7.8	8.3	9.3	1.1	8.3	8.5	6.0	21.4	5.3	18.9	12.5	11.5	18.0	7.4	2.2
	Can miss class	3.1	3.4	2.9	1.1	2.5	2.8	2.0	--	5.3	10.8	1.9	1.9	2.0	--	2.2
	No grades	6.0	5.2	10.5	2.3	5.5	5.2	7.0	--	5.3	5.4	5.8	4.7	11.3	3.7	--
	Nothing	9.4	10.2	10.5	1.1	8.8	5.6	17.0	7.1	10.5	29.7	11.2	10.5	14.7	11.1	2.2
25. Drawback cont. prog.	Need pressure	11.9	11.9	17.4	1.1	18.2	16.5	23.0	14.3	10.5	35.1	15.9	14.3	24.0	11.1	6.7
	Like grades	7.4	8.8	5.2	1.1	3.0	4.0	--	7.1	--	16.2	5.7	6.0	5.3	--	2.2
	Need more explanation	10.9	11.7	13.4	--	4.1	4.8	3.0	--	--	8.1	10.6	10.8	12.0	--	--
	Miss whole class situation	2.1	2.0	2.9	1.1	2.5	2.0	3.0	7.1	--	2.7	2.2	1.7	4.7	--	--
	Too disorderly	7.5	8.2	7.6	2.3	4.1	4.4	2.0	14.3	--	10.8	6.9	6.7	9.3	--	2.2
	Nothing	19.1	21.8	14.5	8.0	11.0	11.7	11.0	--	10.5	5.4	22.8	23.0	20.7	29.6	2.2

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, Washington

FOREIGN LANGUAGE STUDENT OPINION SURVEY

Instructions: On the answer sheet, fill in the blank with the answer which best matches your honest opinion with a soft lead pencil. Mark only one answer for each question. If you erase an answer, make sure to erase completely.

1. Grade in school this year: (1) 7 (2) 8 (3) 9 (4) 10 (5) 11 (6) 12

2. Language studied: (1) French (2) German (3) Latin (4) Russian (5) Spanish (6) Swedish

3. Are you now enrolled in this language: (1) Yes (2) No

4. In what semester are you now enrolled? (1) 1 (2) 2 (3) 3 (4) 4 (5) 5 (6) 6 (7) 7 (8) 8 or above

5. How many semesters have you previously studied this language: (1) 1 (2) 2 (3) 3 (4) 4 (5) 5 (6) 6 (7) 7 (8) 8 or more

6. Is any language other than English regularly spoken in your home? (1) Yes (2) No

7. Have you ever lived in a foreign country for six months or more (since you can remember)? (1) Yes (2) No

8. What grade did you receive in the language at the end of last semester? (1) A (2) B (3) C (4) D (5) F (6) P (7) NP or N (8) S (9) I

9. Why did you enroll in this language originally?

(1) Advice (or pressure) from parents.
(2) Advice (or pressure) from school counsellor or teacher.
(3) Encouragement by friends already enrolled.
(4) Needed for college or career.
(5) Plan to travel to the country.
(6) To avoid taking reading class.
(7) Just wanted to learn another language.
(8) Whim.

10. Do you plan to continue taking this language next year? (1) Yes (2) No

11. If yes, why? (1) Requirements not completed. (2) It is interesting.

12. If not, why not?

(1) It is boring.
(2) Don't like the teacher.
(3) Don't like the teaching methods or materials.
(4) Grades too low to suit me.
(5) Requirements are completed.
(6) Can't work it into my schedule.
(7) It's too hard for me to learn a language.

13. Do you plan to continue this same language in college? (1) Yes (2) No

14. What have you liked most about the language?

(1) Learning to speak it.
(2) Reading in the language.
(3) Learning the grammar.
(4) Learning about the people.
(5) Nothing.

15. What have you liked least about the language?

(1) Learning to speak it.
(2) Reading in the language.
(3) Learning the grammar.
(4) Learning about the people.
(5) Nothing.

16. How important is it for a person to learn a foreign language?

(1) Extremely important.
(2) Fairly important.
(3) Not very important.
(4) Waste of time.

17. Who should take a foreign language?

(1) Everyone.
(2) Those who are going to college.
(3) Those who need it for a specific purpose.
(4) Only those who are interested in languages generally.
(5) No one.

18. What is the main value of studying a foreign language?

(1) Satisfies college requirements.
(2) To learn about other peoples.
(3) To learn a different way of expressing ideas.
(4) Improves understanding of English.
(5) No real value.

19. How do your parents feel about studying a foreign language?

(1) Important for college requirements.
(2) Important for career.
(3) Important as part of your general educational background.
(4) Important only for those who are interested in languages generally.
(5) Not terribly important.
(6) Waste of time.

20. Do you get as much help as you need in learning a foreign language?

(1) My teacher gives help when I don't really need it.
(2) I get as much help as I need and when I need it.
(3) I don't get as much help as I need, even when I ask for it.
(4) I don't get as much help as I need, but I don't want to ask for it.
(5) I get almost no help.

21. In what situation do you learn best?

(1) In a regular classroom working with the entire class.
(2) In a group of 5 to 10 students.
(3) In a group of 2 to 3 students.
(4) By myself.

22. Under what circumstances do you work hardest?

(1) When regular assignments are given and teacher sets deadlines.
(2) When I am allowed to go at my own pace without teacher pressure.
(3) It makes little difference whether the teacher sets the pace or I do--I generally work about as hard as I decide to.

23. Are you this year in a continuous progress foreign language class, where you may go at your own rate?

(1) Yes, and I like it better than a standard class.
(2) Yes, but I wish we were in a standard class.
(3) No, and I would not want to be in a continuous progress program.
(4) No, but I wish I did have the chance to go at my own pace and not have to worry about grades.

24. If you are now in a continuous progress class, what do you like most about it?

(1) I learn more because I can go at the speed which suits me best.
(2) I get more personal attention from the teacher with my own difficulties.
(3) I don't have to work so hard, since there are no deadlines.
(4) I can afford to miss class more often.
(5) I don't like having to work for a grade.
(6) Nothing.

25. If you are now in a continuous progress class, what do you think is the greatest drawback?

(1) I need daily pressure in order to work at my potential.
(2) I like having grades.
(3) I don't get as much explanation of the material as I need.
(4) I miss working with the whole class.
(5) Everything is too disorderly.
(6) Nothing.